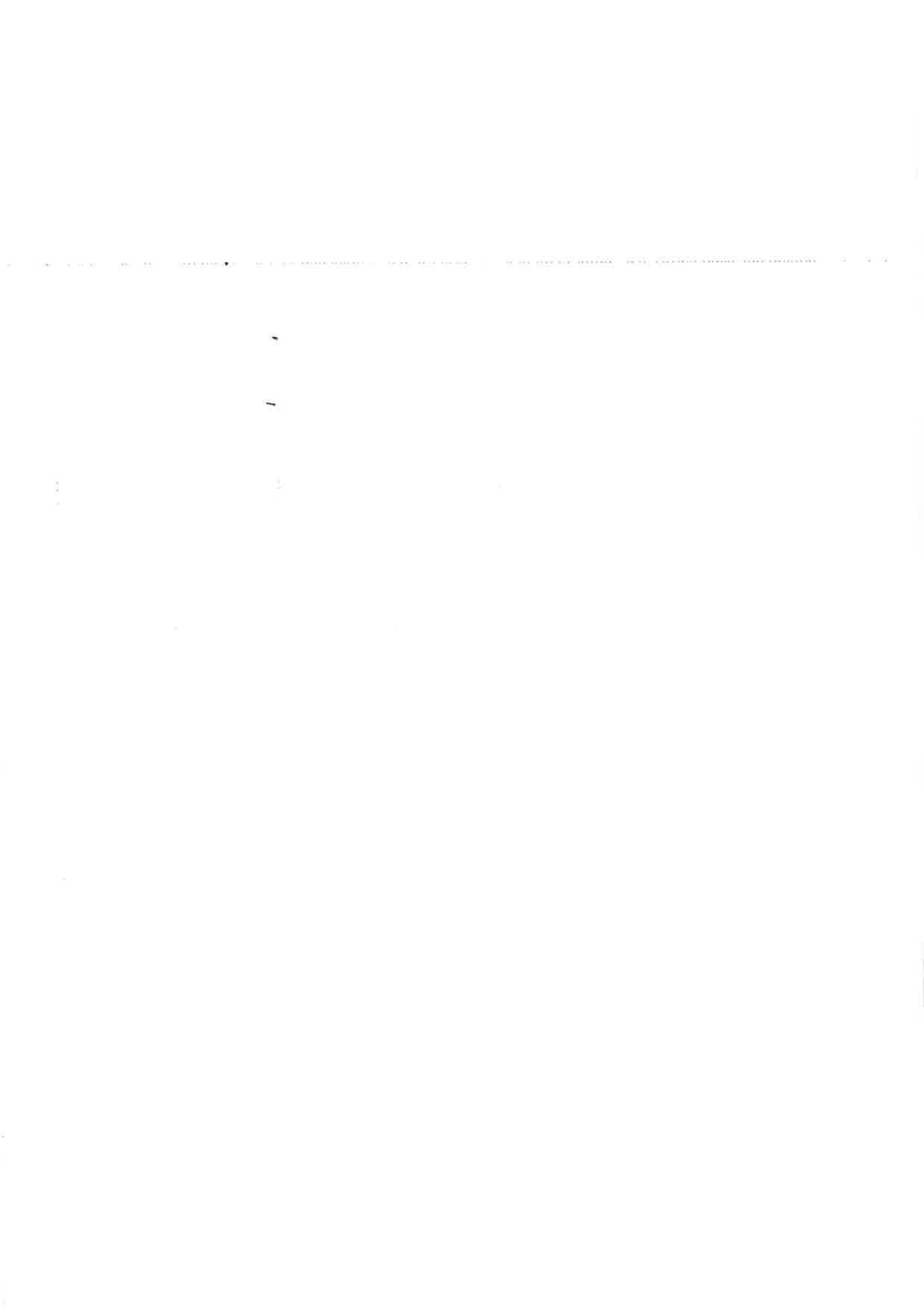


Polisi Ymddygiad

Ysgol
Bro Pedr
A fo ben bid bont



Behaviour Policy



Ysgol Bro Pedr Discipline and Behaviour Policy

Our aims

- To develop a behaviour policy which is supported and followed by the whole school community (parents, staff members and pupils) based on a sense of community and shared values;
- To create a caring family atmosphere in which teaching and learning can take place in a safe and happy environment;
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills in order to promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property;
- To ensure that all staff members model positive values, attitudes and behaviour;
- To encourage good behaviour rather than to simply punish bad behaviour by providing a range of rewards for pupils of all ages and abilities;
- To make clear to pupils the distinction between minor and more serious misbehaviour and the range of sanctions that will follow;
- To respond appropriately and effectively to poor behaviour and to treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour;
- To develop the pupils' self-regulation skills, and support them in developing strategies for dealing with anger, frustration, worry and anxiety, which may be the root cause of behavioural manifestations and to support pupils in developing independent behavioural modification strategies.

We hope to achieve these aims by:

- Providing a positive, supportive and safe environment for pupils and staff to work in;
- Encouraging pride and respect for the school and uphold its good name at all times;
- Promoting care and consideration for others.

CLASSROOM MANAGEMENT

A Pupil's Responsibility

Pupils are expected to obey a simple set of rules.

Pupils should:

- Be courteous, considerate and hardworking;
- Be well-behaved, well-mannered and attentive;
- Be punctual to lessons (although it is recognised that new pupils need support with transitions) and enter/leave the classroom quietly;
- Remain in their seats unless asked to move;
- Come to lessons prepared to work, be properly equipped and wear the correct uniform (in line with the Uniform Policy);

- Listen to and follow instructions (although it is understood that pupils with short term memory issues will need additional support with this;
- Respect their own and other people's work and property and take care of books and equipment;
- Not use foul language or any form of violence;
- Ensure that any mobile phone or electrical device does not interrupt learning and teaching;
- Walk (not run) when moving around school;
- Report any grievances with another pupil to a member of staff who will deal with the matter;
- Refrain from physical violence or retaliation. Repeated or serious incidents may lead to exclusion.
- Refrain from bringing potentially dangerous instruments to school, or any item that could be deemed to be an offensive weapon;

A Teacher's Responsibility

Teachers should:

- Promote the school rules consistently and fairly;
- Encourage good behaviour through praise and rewards. No member of staff must in any way physically chastise a pupil.
- Ensure that pupils conduct themselves in an orderly manner whilst on the school site;
- Ensure that they adopt positive behaviour and use of language towards each child and member of staff;
- Ensure that they have an accepting and respectful attitude towards each child and member of staff;
- Manage low level disruption within their own classroom/department. If a teacher requires support to manage an incident, (s)he should contact a member of the Pastoral Team (based in Hafan);
- Record any behaviour incident on SIMS by the class teacher. Teachers should also record achievements in SIMS;

Parents can help by:

- Recognising that an effective school behaviour policy requires close partnership between parents, teachers and pupils;
- Discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement;
- Attending Parents' Evenings and other school-based events;
- Acknowledging that learning and teaching cannot take place without sound discipline;
- Working with the Headteacher or staff member responsible for behaviour in creating and implementing a behaviour plan to be used both at home and at school so as to ensure consistency and continuity. This may be delivering a reward at home which the pupil earns through showing a desired behaviour/s at school;
- Discussing problems or concerns with school, where appropriate, and sharing any worries that they have regarding the school's handling of behavioural incidents.

Managing Behaviour

Members of staff will always aim to de-escalate a situation of conflict and strive to restore calm during incidents of confrontation or conflict involving members of staff and pupils or pupils and their peers. Staff should only attempt to deal with an issue when calm is restored and conversations can take place in a calm, orderly and respectful manner. We will always endeavour to avoid pupil restraint whilst ensuring safety. Staff must forward to the Headteacher a record of any incidents involving physical contact with pupils (see record sheet in Appendix of the school "Keeping Safe" Policy).

Reward Scheme

A major aim of the school policy is to encourage children to practice good behaviour by operating a system of praise and reward for all pupils. The Bro Pedr reward scheme is based on stickers/stamps acknowledging effort and / or a high standard of work, comments in school contact books, certificates and end of term/year prize-giving assemblies. Pupils can be rewarded for academic and non-academic achievements, for attendance, for effort, for being helpful and caring and for all aspects of good work and behaviour. All members of staff give verbal, descriptive praise as often as possible. Staff are directed to do this in a manner appropriate to the age of the pupil. Staff understand that certain pupils need to be praised for behaviours that are usually taken for granted - e.g. sitting tidily and quietly, listening attentively, wearing the correct uniform etc. Advice and suggestions from external agencies are often sought as a number of issues can often impact on behaviour. Such advice is always shared with relevant staff to ensure consistency throughout the school.

Sanctions

Unfortunately, there will be times when pupils behave inappropriately. Pupils need to be supported in discovering where the boundaries of acceptable behaviour lie, as this is a part of growing up. Minor breaches of discipline are generally dealt with by the staff involved at the time in a caring, supportive and fair manner, with some flexibility regarding age of the child and level of understanding and control over their behaviour, as far as sanctions are concerned. Each case is treated individually. Generally, pupils are made aware that they are responsible for their own actions and that breaking rules will have a consequence. Normal sanctions include a verbal reprimand and reminder of expected behaviour, loss of free time such as break and lunchtimes or moving to sit elsewhere in the classroom. Major breaches of discipline include physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work, disrespectful behaviour towards other pupils and staff, bullying behaviour and disruptive behaviour in class. Each incident is assessed carefully, and a strategy developed. This may include; restorative discussion, time in our Encil (Isolation) or spending time away from the group and earning the right to be back with the other pupils. The staff involved in directing sanctions ensure that the pupil understands that this is a result of a particular behaviour. Serious acts of aggression may result in the pupil being temporarily excluded. The aggressors' own needs, reasons for the act, and any extenuating circumstances would also be taken into account, as well as any impact upon the other pupil/s involved and Restorative Approaches would be used in order to repair any damage caused. Close contact with parents is always maintained. Other agencies such as CAMHS, LA Inclusion Service, LA Educational Psychology Service, Team around the Family (TAF) and Social Services are involved if appropriate. Incidents are recorded on SIMS and the Head of Year reviews all records on a weekly basis. The Head of Year meets with a member of the SLT and Pastoral Team every week to discuss any pupils who may be of concern.

If there is a need for sanctions then the following may be used, depending on each pupil's needs:

- Redirection to another activity;
- Giving positive reinforcement for appropriate behaviours, whilst ignoring inappropriate ones;
- Using the 'Hawl i Ddysgu Bro Pedr' system of script and warning.
- Talking to the pupil – discuss what has happened and remodel where possible;
- Discussion in groups or individually (Restorative approaches could be used here);
- Moving the pupil from the group to work on his/her own;
- Removal to Encil for the lesson (this will also mean that the pupil will also lose the following lunchtime);
- Removal of privilege e.g. miss breaktime (with supervision) / detention.
- Use of Social Stories aimed at improving the child's understanding of what behaviour and interaction is appropriate and desirable, as well as directing future behaviour;
- Parental involvement. This may include a reward or consequence being delivered at home. Home-school behaviour books are useful in maintaining parental involvement;

- Use of the Hafan / Ystafell Gynnal to provide a safe space for the pupil if upset or angry;

There may be occasions when it is necessary for a staff member to remove a pupil to a safe place if there is concern for his or her welfare, other pupils' welfare, staff welfare or property.

Use of mobile phones and other electronic devices

See mobile Phone Policy as presented June 2021.

Leaving the School Premises without Permission

If a pupil leaves the school premises without permission, or hides where they cannot be found, staff will attempt to help the pupil to return to the school grounds as far as it is possible to do. This is dependent upon the circumstances. If the pupil will not return to school, or is already a distance away, his or her parent/s will be telephoned immediately. If it is not possible to contact the parents the police will be notified.

Smoking during the school day

It is unacceptable to smoke on the school premises, and whilst in school uniform. If a pupil is found to have been smoking during the school day, then his or her parents will be notified and a three-stage approach will be adopted:

- First offence: 3 days detention
- Second offence: After school detention
- Third offence: A day in Encil

If a pupil continues to ignore school rules regarding smoking then it is possible that the school will look at temporary exclusion as the next step.

Alcohol, Drugs, Weapons and Inappropriate Reading Materials

It is unacceptable to be in possession of or partake in any of the above on the school premises, and during the school day. It may be necessary for staff to search bags and possessions if there is reasonable grounds for suspecting such items may be on the school premises. If a pupil is found to be in possession of, or partaking in any of the above during the school day, then his or her parents will be notified and he or she may be excluded. This may also result in further consequences, depending upon the nature and severity of the incident (to be decided by the Headteacher). In the case of illegal drugs, the school will notify the Police.

The Role of Pastoral Support

Pastoral Support aims to provide immediate and personalised support for pupils' overall wellbeing. If we are to achieve our goal of ensuring every child achieves success we should recognise there are times when pupils need additional support. This could include informal / formal counselling and social and emotional support and monitoring. By tracking pupil welfare / conduct and progress the Pastoral Support staff aim to provide early intervention to prevent problems escalating. Pastoral Support work closely with individual pupils to support positive wellbeing, pupil progress and high standards of conduct.

The Role of the Encil

Encil (internal exclusion) can be used to diffuse situations that occur in school and which require a pupil to be removed from class but may not require exclusion from the school premises. One purpose of the Encil is to provide appropriate accommodation for pupils whose behaviour has prevented learning and teaching from taking place in a classroom. It can also be used for longer periods in place of temporary exclusion. In this instance parents will be contacted to discuss their child's behaviour. As well as being a sanction, time in the Encil allows the pupil to reflect on his/her behaviour (with the support of staff who are supervising at the time).

Exclusion Policy

A decision to exclude a pupil should be taken only in response to serious breaches of our school's behaviour policy. Only the head teacher can exclude a pupil. If he is absent from school, then the most senior teacher may exercise the power of exclusion, though they should make clear that they are acting in the head's absence. A decision to exclude a child permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It is an acknowledgement that we have exhausted all available strategies for dealing with the child and should normally be used as a last resort. There will, however be exceptional circumstances where, in the head teacher's judgement, it is appropriate permanently to exclude a child for a first or one-off offence.

These might include:

- ❖ serious actual or threatened violence against another pupil or a member of staff;
- ❖ sexual abuse or assault;
- ❖ taking or supplying an illegal drug;
- ❖ use or threatened use of an offensive weapon;
- ❖ serious threat to the safety of the school community (including arson)

In most cases it would be appropriate to inform the police if it is thought that a criminal offence has taken place. There may be cases where this approach is appropriate for pupils excluded for a fixed-period. Consideration should also be given to whether or not to inform other agencies, e.g. Youth Offending Service, social workers, etc. These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community. The decision will be communicated to the parent/carer as soon as possible, and an official letter will be sent to that effect.

Action following exclusion

For a fixed-term exclusion of less than five days:

- The parent/carer and pupil are informed, initially, by telephone (where possible), with written notification being given within one day (copied to the Chair of the Governing Body and LA).

For a fixed-term exclusion of between 6-15 school days:

- The parent/carer and pupil are informed, initially, by telephone (where possible), with written notification being given within one day (copied to the Chair of the Governing Body and LA);
- If parents/carers and/or the pupil request it, a meeting of the Governing Body's Pupil Disciplinary and Exclusion Committee will be convened at the earliest opportunity in order to review the Headteacher's decision.

For a fixed-term exclusion of more than 15 school days:

- The parent/carer and pupil are informed, initially, by telephone (where possible), with written notification being given within one day (copied to the Chair of the Governing Body and LA)
- Within 15 school days of the decision, the Governing Body's Pupil Disciplinary and Exclusion Committee will be convened in order to review the Headteacher's decision.

For a permanent exclusion:

- The parent/carer and pupil are informed, initially, by telephone (where possible), with written notification being given within one day (copied to the Chair of the Governing Body and LA);
- Within 15 school days of the decision, the Governing Body's Pupil Disciplinary and Exclusion Committee will be convened in order to review the Headteacher's decision;

- If the decision is upheld and parents/carers and/or the pupil wish to lodge an appeal, an Independent Appeal Panel meeting will be convened by the LA;

Support for excluded pupils

Any pupil excluded will receive the following support:

- Interview to discuss their actions and impact upon others;
- A Pastoral Support Plan setting targets and identifying support where needed

Should a pupil receive a number of fixed term exclusions and become at risk of permanent exclusion the school will seek to use a range of alternative options to prevent this. These include temporary / permanent placement in alternative settings. The school will also involve the LA Inclusion Service.

Complaints procedure

If parents/guardians have a complaint concerning provision for their child they should discuss this with the Headteacher. Should the matter still be unresolved the parents/guardians should contact the 'responsible person' on the governing body. If the complaint remains unresolved the Chair of Governors should be involved and finally the complaint should be taken to the Local Authority.

Date of review

This policy will be reviewed in **June 2021**.

Agreed at the governing body meeting on :

Date 6/5/2021

Signed A. K. Amin (Chair of Governors)

Signed Jane Wynn (Headteacher)

Appendix

Yn Ysgol Bro Pedr mae gan bob plentyn yr hawl i ddysgu heb rwystr

Er mwyn sicrhau amser dysgu gwerthfawr a gwneud yn siŵr bod disgyblion yn ddysgwyr effeithiol, fe fydd gennym drefn gref i reoli ymddygiad.

Ein pedair rheol allweddol yn yr ystafell ddosbarth.

1. Dilyn cyfarwyddiadau heb ffws
2. Cadw ar dasg
3. Gwrando pan fydd eraill yn siarad
4. Siarad yn briodol

Beth sy'n digwydd pan fydd disgybl yn dewis peidio â dilyn un o'r pedair rheol allweddol?

1. Rhoddir rhybudd gan yr athrawes neu'r athro dosbarth.
2. Os bydd yr ymddygiad aflonyddgar yn parhau, fe gymerir y disgybl allan o'r dosbarth i dreulio diwrnod ysgol llawn yn Encil. Golyga hyn bod disgybl sy'n mynd i Encil am 11.00 yb yn aros yno am weddill y dydd ac o amser dechrau'r ysgol tan 11.00 yb drannoeth.

Dylid defnyddio'r sgriptiau canlynol i ddelio ag unrhyw ymddygiad sy'n torri un o'r rheolau allweddol. Rhaid inni ddefnyddio'r sgriptiau i sicrhau cysondeb.

Sgript 1: Cael y disgyblion i fod yn dawel.

1. Sefyll o flaen dosbarth a mynnu sylw.
2. Rhowch y cyfarwyddyd, "Rhaid ichi nawr fod yn dawel a gwrando, diolch".
3. Gwnewch yn siŵr bod eich tôn yn gyfeillgar a'ch llais yn dawel.

Sgript 2: Rhoi rhybudd i ddisgyblion.

1. "(Enw)(arhoswch am gydnabyddiaeth), rwyf yn rhoi rhybudd ichi am ... (nodwch y rheol sydd wedi cael ei thorri). Gadewch inni fynd nôl at ddysgu. Diolch".
e.e. "Sophie, rwyf yn rhoi rhybudd ichi am beidio â chadw ar dasg. Gadewch inni fynd nôl at ddysgu. Diolch".
2. Defnyddiwch farn broffesiynol i esmwytho'r sefyllfa yn bositif. Ceisiwch bob amser i ddilyn lan gyda chyfarwyddyd cadarnhaol, e.e. "Hoffwn i ti diolch".
3. Os yw'r rhybudd yn ymwneud ag iaith amhriodol, peidiwch â mynd i drafodaeth ynghylch yr iaith a ddefnyddiwyd. Mae'r disgyblion yn gwybod beth yw ein disgwyliadau ni.

Sgript 3: Anfon plant i Encil.

"(Enw), mae rhybudd wedi cael ei roi yn barod. Rwyf wedi parhau i (nodwch y rheol sydd wedi cael ei thorri). Disgwylir amdanat nawr yn Encil, diolch".

laith y corff a thôn.

Byddwch yn ymwybodol o ofod personol y disgyblion ac o ystumiau a allai fod yn fygythiol, e.e. codi bys, pwyntio.

Byddwch yn dawel, yn gadarn ac yn glir; defnyddiwch y sgriptiau i gefnogi'ch sgysiaiu. Peidiwch â chodi llais neu golli tymer; daliwch ati i ddysgu'r wers gan anwybyddu unrhyw ymddygiad eilaidd.

Camau Gweithredu:

Defnyddiwch eich cyfrifiadur i logio côd 4 ar SIMS yna cliciwch ar y dde i ychwanegu rheswm. Cofiwch ail-ddiogelu'ch cofrestr.

Mae gan y disgybl 5 munud i fynd i'r Encil.

Sgript 4: Delio gyda gwrthodiad.

Rhowch funud neu ddwy i'r disgybl fynd i'r Encil. Os ydyn nhw'n gwrthod mynd, cymrwch y camau canlynol:

Dywedwch wrth y disgybl: "Mae angen i ti fynd i'r Encil. Rwyf yn cysylltu gyda'r Hafan nawr a bydd rhywun yn dod i dy gasglu di. Diolch".

Danfônwch e-bost neu ffoniwch Hafan gydag enw'r disgybl a rhif yr ystafell. Yna, fe fydd aelod o'r staff yn dod i dywys y disgybl i'r Encil.

Codau SIMS

2	Presennol (rhagosodedig) gweithio ac ymddwyn fel y disgwylir
1	Gwaith campus neu ymddygiad tuag at ddysgu - Clic ar y dde a dewis rheswm am Côd 1
3	Rhybudd wedi ei roi
4	Wedi anfon i Encil – Clic ar y dde a dewis rheswm am Côd 4
O	Absennol
L	Clic ar y dde a recordio'r nifer o funudau'n hwyr

Tracio Disgyblion

Bydd y system yma yn caniatáu tracio disgyblion o safbwynt eu hymddygiad a'u meddylfryd tuag at dyfiant. Bydd hefyd yn cefnogi system wobrwyo'r ysgol trwy ei gwneud hi'n bosibl i ganfod ac i adrodd sawl gwers 'Côd 1' y mae disgybl wedi eu cyflawni mewn wythnos, hanner tymor, tymor a blwyddyn.

Datganiadau disgybl parthed codau

1	Rydw i wastad yn fy herio fy hun ac yn ateb cwestiynau. Dydw i ddim yn rhoi ffidil yn y to gyda thasgau anodd, hyd yn oed wrth wneud camgymeriadau. Rydw i'n ffocysu'n barhaus ac yn ymateb i adborth adeiladol gan athrawon a disgyblion eraill.	I always challenge myself and ask or answer questions. I don't give up on difficult tasks, even when I make mistakes. I stay focused and respond to constructive feedback from the teacher and other students.
2	Rydw i'n gadarnhaol am fy ngallu i ddysgu. Rydw i'n dechrau gweithgareddau'n syth ac yn cadw ar dasg am y mwyafrif o'r wers. Os tynnir fy sylw neu os gwelaf y gwaith yn anodd gallaf ail ffocysu a rhoi cynnig arall arni. Mae fy ymddygiad yn gyson dda.	I am positive about my ability to learn. I start activities quickly and remain on task for most of the lesson. If I become distracted or struggle with the work I can refocus and try again. My behaviour is consistently good.
3	Rydw i'n cwblhau rhannau o'r wers gydag ymdrech dda. Gallaf dderbyn rhybudd am siarad gormod neu ymdrech wan. Weithiau, rhoddaf y ffidil yn y to gan golli ffocws yn y gwersi.	I complete some parts of the lessons with a good level of effort. I may receive warnings due to talking too much or poor effort. I sometimes give up or lose focus in lessons.
4	Yn aml, nid wyf yn dilyn cyfarwyddiadau'r athro. Yn aml, rydw i'n gweiddi gan darfu ar eraill. Oherwydd diffyg ymdrech, rydw i'n methu â gorffen tasgau neu rydw i'n eu cwblhau at safon isel.	I often don't follow the teacher's instructions. I often shout out or disrupt others. Due to lack of effort, I fail to finish tasks or I complete them to a poor standard.

Ymddygiad o gwmpas yr ysgol

Mae gennym y pedwar disgyliad hwn gan ddisgyblion wrth iddynt symud o gwmpas yr ysgol.

1. Symud yn brydlon i'r gwersi.
2. Bod yn dawel ac ystyriol.
3. Dilyn pob cyfarwyddyd.
4. Defnyddio iaith briodol.

Camau gweithredu

Os na fydd disgyblion yn ymddwyn yn briodol, mae angen eu hatgoffa am ein disgyliadau ynglŷn ag ymddygiad o gwmpas yr ysgol gan ddefnyddio'r sgrïpt rhybuddio (Sgrïpt 2). Os bydd disgyblion yn parhau i gamymddwyn byddant yn cael eu cadw mewn (drwy ysgrifennu yn eu Llyfr Cyswllt) a logio'r digwyddiad yn SIMS.

Os yw'r mater yn fwy difrifol, rhoi gwybod i aelod o'r Uwch Dîm Rheoli a logio'r digwyddiad.

Iaith y corff a thôn.

Byddwch yn ymwybodol o ofod personol y disgyblion ac o ystumiau a allai fod yn fygythiol, e.e. codi bys, pwyntio.

Byddwch yn dawel, yn gadarn ac yn glir; defnyddiwch y sgrïptiau i gefnogi'ch sgysiau. Peidiwch â chodi llais neu gollu tymer.

Cefnogi disgyblion gyda cherdyn 'amser allan'.

Pan fydd disgyblion gyda cherdyn 'amser allan' yn derbyn rhybudd cyntaf mae ganddynt ddewis;

1. Aros a dal ati i ddysgu.
2. Defnyddio eu cerdyn 'amser allan' a mynd i Hafan (hyd at 10 munud).

Wrth roi rhybudd dylai athrawon ddilyn sgrïpt rhybuddio (Sgrïpt 2) gan ychwanegu brawddeg ddidol:

"(Enw), os ydych yn teimlo na allwch ddilyn y rhybudd yma gallwch ddefnyddio eich cerdyn 'amser allan' a dewis mynd i Hafan".

Beth sy'n digwydd os bydd disgybl yn gwrthod mynd i Encil neu yn parhau i gamymddwyn?

Bydd disgyblion sy'n gwrthod mynd i Encil yn derbyn Gwaharddiad Tymor Sefydlog undydd.

Yn dilyn hynny bydd yn rhaid i'r disgyblion a'u rhieni / gofawyr fynychu cyfarfod ail-integreiddio cyn dechrau nôl yn yr ysgol.

Yn Encil

Pan fydd disgyblion yn Encil byddant yn cael gwaith priodol i'w wneud a bydd eu rhieni / gofawyr yn cael gwybod.

Os bydd problem TGCh.

Anfonwch ddisgybl arall i Hafan gyda nodyn ar bapur yn rhoi enw'r disgybl, yn nodi'r mater ar safle. Mae hyn yn cynnwys logio '4' neu ofyn am gefnogaeth ynglŷn â gwrthod mynd i Encil. Ynghylch rhybuddion (Côd 3) neu faterion cadarnhaol (Côd 1), os gwelwch yn dda, gwnewch nodyn ohonynt a'u rhoi ar SIMS unwaith bydd y rhwydwaith nôl ar ei thraed.

At Ysgol Bro Pedr every child has the right to learn without disruption.

In order to protect valuable learning time and ensure pupils are effective learners, we will have a strong approach to managing behaviour.

Our four key rules in the classroom.

1. Follow instructions promptly.
2. Remain on task.
3. Listen when others are speaking.
4. Speak appropriately.

What happens if a pupil chooses not to follow one of the four key rules?

1. A warning will be given by the classroom teacher.
2. If disruptive behaviour continues the student will be removed from their classroom and spend a full school day in Encil. This means that a pupil who is sent to Encil at 11.00 am will remain there for the rest of the day and until 11 am on the following day.

The following scripts should be used to deal with any behaviour that breaks one of the key rules. We must use scripts to ensure consistency.

Script 1: Getting pupils to be quiet.

1. Stand at the front of the class and ensure you have their attention.
2. Give the instruction "You now need to be quiet and listening, thank you"
3. Make sure your tone is friendly and voice is calm.

Script 2: Giving pupils a warning.

1. "(Name) (wait for acknowledgement), I am giving you a warning for... (state the rule that has been broken). Let's get back to learning. Thank you".
e.g. "Sophie I am giving you a warning for being off task. Let's get back to learning. Thank you".
2. Use professional judgement to positively de-escalate the situation. Always try to follow up with a positive instruction, e.g. "I'd like you to... thanks".
3. IF the warning is for inappropriate language do not get into a discussion about the language used. Pupils know what our expectations are.

Script 3: Sending pupils to Encil.

"(Name), a warning has already been given. You have continued to (state the rule that has been broken). You are now expected at Encil, thank you".

Body Language and tone.

Be aware of the pupils' personal space and be conscious of gestures that could be antagonistic, e.g. finger wagging, pointing.

Be calm, firm and clear; use the scripts to support your conversations. Do not raise your voice or get angry; carry on teaching the lesson and ignore any secondary behaviour.

Action

Use your computer to log a code 4 on SIMS, then right click to add a reason. Remember to resave your register.

The pupil has 5 minutes to make their way to Encil.

Script 4: Dealing with a refusal.

Give the pupil a couple of minutes to make their way to Encil. If they refuse to go, take the following actions.

Say to the pupil "You need to make your way to Encil, I am now contacting Hafan for you to be removed. Thank you".

Send an email or telephone Hafan with the pupil's name and location/room number. A member of staff will then come to collect the pupil and take them to Encil.

Codes for SIMS

2	Present (default) Working and behaving as expected
1	Great work or attitude to learning - Right click and select reason for Code 1
3	Warning given
4	Sent to Encil – Right click and select reason for Code 4
O	Absent
L	Right click and record number of minutes late

Tracking Pupils

The system will allow for the tracking of pupils from the perspective of their behaviour and their growth mind-set. It will also support the rewarding system of the school as it will be possible to see and report how many 'Code 1' lessons a pupil has had in a week, half term, term and year.

Pupil statements relating to codes

1	Rydw i wastad yn fy herio fy hun ac yn ateb cwestiynau. Dydw i ddim yn rhoi ffidyl yn y to gyda thasgau anodd, hyd yn oed wrth wneud camgymeriadau. Rydw i'n ffocysu'n barhaus ac yn ymateb i adborth adeiladol gan athrawon a disgyblion eraill.	I always challenge myself and ask or answer questions. I don't give up on difficult tasks, even when I make mistakes. I stay focused and respond to constructive feedback from the teacher and other students.
2	Rydw i'n gadarnhaol am fy ngallu i ddysgu. Rydw i'n dechrau gweithgareddau'n syth ac yn cadw ar dasg am y mwyafrif o'r wers. Os tynnir fy sylw neu os gwelaf y gwaith yn anodd gallaf ail ffocysu a rhoi cynnig arall arni. Mae fy ymddygiad yn gyson dda.	I am positive about my ability to learn. I start activities quickly and remain on task for most of the lesson. If I become distracted or struggle with the work I can refocus and try again. My behaviour is consistently good.
3	Rydw i'n cwblhau rhannau o'r wers gydag ymdrech dda. Gallaf dderbyn rhybudd am siarad gormod neu ymdrech wan. Weithiau, rhoddaf y ffidyl yn y to gan golli ffocws yn y gwersi.	I complete some parts of the lessons with a good level of effort. I may receive warnings due to talking too much or poor effort. I sometimes give up or lose focus in lessons.
4	Yn aml, nid wyf yn dilyn cyfarwyddiadau'r athro. Yn aml, rydw i'n gweiddi gan darfu ar eraill. Oherwydd diffyg ymdrech, rydw i'n methu â gorffen tasgau neu rydw i'n eu cwblhau at safon isel.	I often don't follow the teacher's instructions. I often shout out or disrupt others. Due to lack of effort, I fail to finish tasks or I complete them to a poor standard.

Conduct around the School

We have these four expectations of pupils as they move around the school.

1. Move promptly to lessons.
2. Be calm and considerate.
3. Follow all instructions.
4. Use appropriate language.

Action

If pupils do not conduct themselves appropriately, remind them of our expectations for conduct around the school using the warning script (Script 2). If pupils continue to conduct themselves in an inappropriate way. Give them detention (by writing in their Contact Book) and log the incident in SIMS.

If the incident is of a more serious nature, inform a member of the SMT and log the incident.

Body Language and tone.

Be aware of the pupils' personal space and be conscious of gestures that could be antagonistic, e.g. finger wagging, pointing.

Be calm, firm and clear; use the scripts to support your conversations. Do not raise your voice or get angry.

Supporting pupils with a 'time out' card.

When a pupil with a 'time out' card is given a first warning in class, they have a choice;

1. Stay and carry on learning
2. Use their 'time out' card to exit the class and go to Hafan (for up to 10 minutes)

When a warning is given, teachers should follow the warning script (Script 2) with the addition of a sort sentence:

"(Name), if you feel you cannot follow this warning you can use your 'time out' card and choose to go to Hafan".

What happens if the student refuses to go to Encil or continues to misbehave?

Pupils who refuse to go to Encil will receive a one day Fixed Term Exclusion.

The pupil together with parents/carers will then need to attend a reintegration meeting before starting back at school.

Once in Encil

When a pupil is in Encil they will be provided with appropriate work and their parents/carers will be informed.

If there are ICT problems

Send another pupil to Hafan with a paper note stating the pupil's name, what the issue is and the location. This includes logging a '4' or requesting support with a refusal to go to Encil. For warnings (Code 3) or positives (Code 1) please make a note of these and add to SIMS once the network is back up and running.

Sgript 1: Cael y disgyblion i fod yn dawel.

1. Sefyll o flaen dosbarth a mynnu sylw.
2. Rhowch y cyfarwyddyd *“Rhaid ichi nawr fod yn dawel a gwranddo, diolch”*.
3. Gwnewch yn siŵr bod eich tôn yn gyfeillgar a’ch llais yn dawel.

Sgript 2: Rhoi rhybudd i ddisgyblion.

1. *“(Enw) (arhoswch am gydnabyddiaeth), rwyf yn rhoi rhybudd i ti am ... (nodwch y rheol sydd wedi cael ei thorri). Gadewch i ni fynd nôl at ddysgu. Diolch”*.
2. Defnyddiwch farn broffesiynol i esmwytho’r sefyllfa yn bositif. Ceisiwch bob amser i ddilyn lan gyda chyfarwyddyd gadarnhaol, e.e. *“Hoffwn i ti diolch”*.

Sgript 3: Anfon plant i Encil.

1. *“(Enw), mae rhybudd wedi cael ei roi yn barod. Rwyf wedi parhau i (nodwch y rheol sydd wedi cael ei thorri). Disgwylir amdanat nawr yn Encil, diolch”*.

Sgript 4: Delio gyda gwrthodiad.

Dywedwch wrth y disgybl.

“Mae angen i ti fynd i Encil. Rwyf yn cysylltu gyda’r Hafan nawr a bydd rhywun yn dod i dy gasglu di. Diolch”.

Anfonwch ebost neu ffoniwch Hafan gydag enw’r disgybl a’i safle / rhif ‘stafell. Yna bydd aelod o’r staff yn dod i dywys y disgybl i Encil.

Script 1: Getting pupils to be quiet.

1. Stand at the front of the class and ensure you have their attention.
2. Give the instruction ***"You now need to be quiet and listening, thank you"***
3. Make sure your tone is friendly and voice is calm.

Script 2: Giving pupils a warning.

1. ***"(Name) (wait for acknowledgement), I am giving you a warning for... (state the rule that has been broken). Let's get back to learning. Thank you"***.
2. Use professional judgement to positively de-escalate the situation. Always try to follow up with a positive instruction, e.g. ***"I'd like you to... thanks"***.

Script 3: Sending pupils to Encil.

1. ***"(Name), a warning has already been given. You have continued to (state the rule that has been broken). You are now expected at Encil, thank you"***.

Script 4: Dealing with a refusal.

Say to the pupil ***"You need to make your way to Encil, I am now contacting Hafan for you to be removed. Thank you"***.

Send an email or telephone Hafan with the pupil's name and location/room number. A member of staff will then come to collect the pupil and take them to Encil.

Hawl i Ddysgu: YBP

Lefel Ymddygiad	Math o Ymddygiad	Camau Posibl
Isel	<ul style="list-style-type: none"> • Cnoi gwm / Bwyta yn y dosbarth • Gwisg Ysgol anghywir (yn unol â'r polisi gwisg) • Dim Llyfr Cyswllt / Diffyg Offer / Dillad Chwaraeon • Hwyr i'r wers (5 munud +) • Tarfu ar eraill • Diffyg parch tuag at eiddo • Diffyg ymdrêch ddisgwyliedig • Defnydd amhriodol o TGCh yn y dosbarth • Dim gwaith cartref • Iaith anweðdus tuag at ddisgybl arall • Ymddygiad annerbyniol yn y coridor / amgylchedd Ysgol • Llyfr Cyswllt heb ei arwyddo • Rhedeg / Creu twrw yn y coridor 	<p>Gair tawel</p> <p>Symud o fewn y dosbarth</p> <p>Nodyn ar SIMS</p> <p>Llyfr Cyswllt</p> <p>Clwb gwaith cartref</p> <p>Atalfa dosbarth</p>
Canolig	<ul style="list-style-type: none"> • Ymddygiad lefel isel parhaus (gweler uchod) • Iaith haerllug tuag at ddisgybl arall • Ymddygiad bygythiol tuag at ddisgybl arall • Hwyr i'r wers yn aml • Atal eraill rhag dysgu • Gwrthod dilyn cyfarwyddiadau • TGCh - defnydd amhriodol 	<p>Nodyn ar SIMS</p> <p>Atalfa ddosbarth</p> <p>Atalfa amser cinio</p> <p>Rhybudd wedi ei sgriptio</p> <p>Cysylltu gyda'r cartref</p>
Uchel	<ul style="list-style-type: none"> • Ymddygiad lefel canolig barhaus (gweler uchod) • Trwantio • Cael ei dal/ddal oddi ar dir yr Ysgol • Gadael Ysgol heb ganiatâd • Iaith haerllug tuag at aelod o staff • Ymddygiad bygythiol / corfforol • Defnydd annerbyniol o'r cyfryngau cymdeithasol • Dechrau ymladd neu ymladd • Canu Larwm Dân yr Ysgol • Fandaliaeth / Dwyn • Ysmygu • Meddiannu sylweddau anghyfreithlon • Heb fynychu Atalfa • Bwlio • Hiliaeth • TGCh - defnydd amhriodol • Ymddygiadau difrifol/perylus/anghyfreithlon 	<p>Nodyn ar SIMS</p> <p>Atalfa amser cinio</p> <p>Cyfeiriad i Bennaeth Adran / Pennaeth CA</p> <p>Cyfeiriad i'r Tîm Rheoli</p> <p>Dilyn y sgript – Cam 4 Encil</p> <p>Gwaharddiad Dros Dro</p>

Dim ond rhai enghreifftiau sydd yn cael eu rhestru yma,

os nad ydych yn sicr yna holwch am gyngor.

Right to learn YBP

Level of Behaviour	Type of Behaviour	Consequences
Low.	<ul style="list-style-type: none"> • Chewing gum / Eating in class • Incorrect uniform (refer to uniform policy) • No contact book / Lack of equipment / PE Kit • Lateness to lesson (5 minutes +) • Distracting others • Lack of respect for equipment • Lack of acceptable effort • Inappropriate use of ICT in the classroom • No homework • Inappropriate language to another pupil • Inappropriate behaviour in the corridor/School environment • Contact book not signed • Running / Causing disruption in the corridor 	<ul style="list-style-type: none"> • Quiet Word • Move within the class • Note on SIMS • Contact Book • Homework club • Classroom detention
Medium	<ul style="list-style-type: none"> • Persistent Low level behaviour (see above) • Abusive language to another pupil • Aggression towards another pupil • Persistent lateness to lessons • Stopping others learning • Refusing to follow instruction • Inappropriate use of ICT 	<ul style="list-style-type: none"> • Note on SIMS • Classroom Detention • Lunchtime Detention • Scripted Warning • Contact home
High	<ul style="list-style-type: none"> • Repeated medium level behaviour (see above) • Truancy • Caught off site • Leaving school without permission • Abusive language to staff • Physical aggression / Threatening behaviour • Misuse of Social Media • Instigating a fight or fighting • Intentionally setting off the alarm • Vandalism / Theft • Smoking • Possession of illicit substances • Failure to attend detention • Bullying • Racism • Inappropriate use of ICT • Incidents of serious/dangerous/illegal behaviour 	<ul style="list-style-type: none"> • Note on SIMS • Lunchtime detention • Referral to HOD / Head of KS. • Referral to SMT • Script removal to Encil Code 4 • Fixed Term Exclusion

These are only possible examples.

If you are unsure seek advice.

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SIGNATURES

Headteacher *Jane Wyn* Date: *6/5/2021*

Governor with Responsibility *A.C. Danian* Date: *6/5/2021*